

BEHAVIOURAL ASSESSMENT and PLANNING

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ACTIVITY

- In small groups read the scenario on your card
- As a group decide on the 3 most likely actions a school will implement in the short term.
- What is the long term schooling picture looking like for this student?

- Jane is in year 5. A number of other students in her year and in Year 4 have reported that she has been saying nasty things to them and taking their belongings. She has hit students in her class. She ignores teachers when they intervene and often refuses to enter the classroom.
- Joshua is in year 1. His teachers report that he is well behaved and gets along well with his peers however he has not progressed in his learning and has difficulty writing his name without errors. He still is unable to recognise all letters of alphabet and can only rote count to 6.
- Zane is in year 5. He has only been at the school for 6 weeks but he is already refusing to do work and leaves the classroom without permission. When he leaves he disrupts other classes by calling out through opened windows and knocking on doors and running away.
- Susi is in year 7. Teachers report that she is a compliant student and appears to be popular with her peers however she consistently seeks peer and teacher assistance before attempting written tasks. Teachers report that she has difficulty reading and understanding even simple instructions.

“If a child doesn't know how to read, *we teach.*”

“If a child doesn't know how to swim, *we teach.*”

“If a child doesn't know how to multiply, *we teach.*”

“If a child doesn't know how to drive, *we teach.*”

“If a child doesn't know how to behave, *we.....*”

.....teach?

.....punish?

“Why can’t we finish the last sentence as automatically as we do the others?”



Tom Herner (former NASDSE President: National Association of State Directors of Special Education)

Counterpoint 1988,p2

BEHAVIOUR & LEARNING

How do we teach an academic skill?

How do we teach a behaviour skill?



**Behaviour and academic skills
are learned through
SKILL DEVELOPMENT
in TEACHING LEARNING CYCLE**

***TEACHING
LEARNING CYCLE***

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graph TD; A[Define behaviour/skill] --> B[Modelling & explicit teaching]; B --> C[Rehearsal & practice]; C --> D[Provide feedback]; D --> E[Practice & monitor]; E --> F[Feedback & Evaluation]; F --> G[Assessment]; G --> A;
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**Define
behaviour/
skill**

**Modelling &
explicit
teaching**

**Rehearsal
&
practice**

**Provide
feedback**

**Practice
&
monitor**

**Feedback
&
Evaluation**

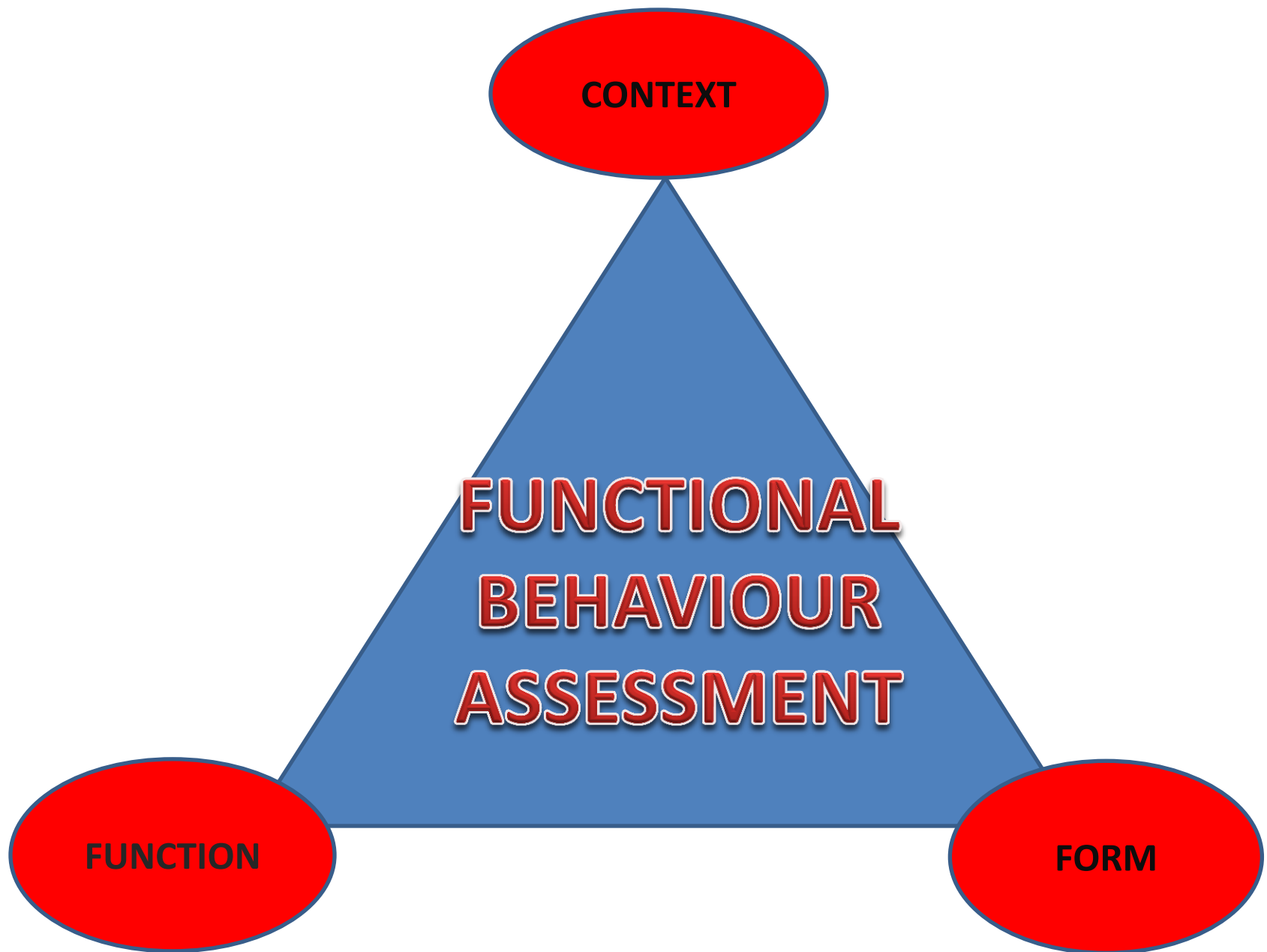
Assessment

Process for behaviour is same as teaching learning

- Assessment
- Identify strengths and deficits
- Identify skill and behaviour to be taught
- Set SMART GOALS
- Develop intervention plan
- Reassess and review
- Evaluate

Good teaching needs good assessment

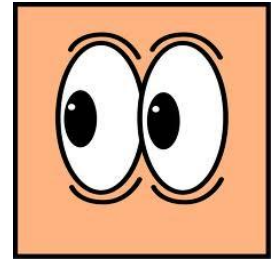
- Assessing student behaviour has not widely been undertaken by teachers
- Often school engaged an external expert
- Teachers have not had the tools to use or necessary training to undertake a valid assessment of student behaviour
- Assessment is an essential part of teaching learning model



Functional based assessment guides the development of an effective intervention

1. Screen and define the target behaviour
2. Collect and record data
3. Formulate a functional hypothesis of the behaviour
4. Identify goals that will address the function of the behaviour
5. Develop an intervention plan
6. Develop teaching strategies that will support the plan
7. Implement the teaching plan
8. Monitor the teaching plan
9. Evaluate the teaching plan
10. Review the teaching plan

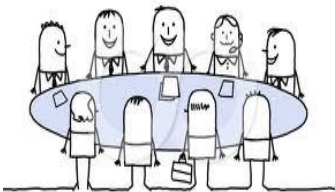
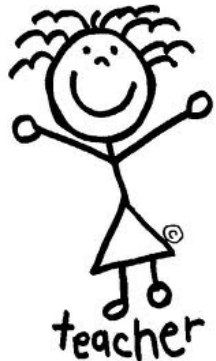
Gathering Information



- Observations in various settings
- Teacher reports
- Learning support team reports
- Student reports
- Record card
- Student Interview
- Parent Interview
- Attendance register/ reports
- Incident reports
- Risk management plans
- School Counsellor
- Reports from specialists, interagencies



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DATA COLLECTION TOOLS

- Scatterplots
- Interval Recording
- ABC
- Timed observations
- Behaviour rating scales
- Functional behaviour analysis
- Checklists
- Intensity and Frequency Recording



Workshop



- Using and analysing data Collection tools
- Case Study



POSITIVE BEHAVIOUR SUPPORT PROCESS

1. Establishment of a collaborative team (eg Learning Support Team) and identify goals
2. Identify and prioritise behaviors to address
3. Specifically and objectively describe behaviors.
4. Gathering information
 - Antecedents
 - Behaviours
 - Consequence
 - Setting events
5. Developing a hypothesis about the function of behaviour
6. Designing a behaviour support and intervention plan
7. Implementing
8. Monitoring
9. Evaluating outcomes
10. Refining the plan.